



Remote Learning Plan



District Name:	Russia Local School
District Address:	100 School St. Russia, OH 45363
District Contact:	Steve Rose, Superintendent
District IRN:	049817

The goal of remote learning is to ensure learning continues even though school buildings are closed. Remote learning engages students through a variety of learning opportunities, which can be delivered online and/or offline. Remote learning does not just mean online learning. Technology certainly is a supportive tool for remote learning, but powerful remote learning can occur through thoughtful offline lessons that encourage students to explore the natural world and engage in interdisciplinary and artistic hands-on learning.

HB 164 (June 2020) indicates that *"Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year. An adopted plan shall not be subject to approval by the Department. Each plan shall include all of the following: (1) A description of how student instructional needs will be determined and documented; (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level; (3) The school's attendance requirements, including how the school will document participation in learning opportunities; (4) A statement describing how student progress will be monitored; (5) A description as to how equitable access to quality instruction will be ensured; (6) A description of the professional development activities that will be offered to teachers...The Department shall make each plan it receives under division (B) of Section 16 publicly available on its website."*

The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelearning@education.ohio.gov.

NOTE: As the school year proceeds and circumstances evolve, school districts are able to amend their respective remote learning plans to address changing needs. District superintendents are able to make amendments to the remote learning plan on behalf of the school district without additional local school board approval. Amended plans, however, must be resubmitted to ODE by email at remotelearning@education.ohio.gov. The Department will make all plans publicly available at www.education.ohio.gov.

For more details, the Ohio Department of Education has prepared informational resources outlining the features and differences between blended learning declarations and remote learning plans on the [Remote Education Planning website](#). Additionally, important information about attendance policies intended to assist schools that chose to adopt remote learning plans for the 2020-2021 school year is available on the [Attendance Considerations for Remote Learning Plans](#) website. Districts are encouraged to refer to this important information when planning attendance policies for remote learning.

Consider how instruction will take place? (check all that apply)

- ✓ Teacher-student interaction through online learning platforms
- ✓ Online lessons for student to work on at home
- ✓ Offline lessons and instructional packets for students



Remote Learning Plan



SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Instructional Sequencing ● Aligned Instruction to Learning Standards ● Gap Analysis for ELA, Math, Science, and Social Studies ● Created a plan for IEP and students with disabilities ● Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <ul style="list-style-type: none"> ● Instructional sequencing, planning, and delivery will be provided by Russia Local staff ● Instruction will remained aligned to learning standards ● Direct Instruction to be provided through the use of online platforms (Zoom, Schoology), with students operating on a block schedule format ● Continue 1-on-1 instruction/tutoring in-person, through Zoom, or phone calls ● Continue providing enrichment activities for students on WEP/WAP's ● Gap analysis for students in grades K-8 through STAR and AR 	
Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Clear instructional plans have been created ● Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p>Address Documenting Instructional Needs Here:</p> <ul style="list-style-type: none"> ● Documentation through online platform - Schoology ● Instructional planning will be communicated to parents through emails, phone calls, texting, district website and newsletters ● Building administrators will communicate with staff through Zoom, phone calls, emails and texting 	



Remote Learning Plan



SECTION TWO		DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL	
Resource Link(s):		District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities	
Determine Competency		What method(s) will be used to determine competency for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments) 	
Address Determining Competency Here: <ul style="list-style-type: none"> Student progress will be communicated through ProgressBook and Schoology Student progress will be measured through formative/summative assessments and assignments 			
Granting Credit		What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments) 	
Address Granting Credit Here: <ul style="list-style-type: none"> Assignments will be due one week from assigned date JH/HS students will receive course credit with a grade of 65% Information will be provided to students and families through the student handbook and board policy on grading procedures 			
Promoting Students		What method(s) will be used for promoting students to a higher grade level with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments) 	
Address Promoting Students to a Higher Grade Level Here: <ul style="list-style-type: none"> Information will be provided to students and families through the student handbook and board policy on student retention and promotion Communication with parents regarding retention and promotion will be ongoing 			



Remote Learning Plan



SECTION THREE		ATTENDANCE AND PARTICIPATION	
Resource Link(s):	Communications Planning Attendance Considerations for Remote Learning Plans ODE Website (Districts are encouraged to refer to this important information when planning attendance policies for remote learning.)		
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students 		
<p>Address Attendance Requirements Here:</p> <ul style="list-style-type: none"> Attendance will be based on a number of factors including, but not limited to: student progress, assignment completion, logins to Schoology, and daily interactions with teachers. Attendance will be assessed on a weekly basis Students who are deemed to not be regularly attending classes and completing assignments will be contacted. Contact will be made with students and parents through phone calls, emails, texting, online platforms, and home visits As needed, local agencies may assist in addressing student attendance concerns 			
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders 		
<p>Address Student Participation Requirements Here:</p> <ul style="list-style-type: none"> Student participation will be documented through their participation in class assignments, online meetings, and contact with teachers through email, phone, and in-person tutoring ProgressBook and feedback from staff will be used to monitor student participation Parents will be notified of concerns with student participation as needed through phone calls, emails, texting, and online platforms 			



Remote Learning Plan



SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	How will your school district progress monitor student progress with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">● Developed a Plan to monitor student progress with remote learning
Address Monitoring Student Progress Here: <ul style="list-style-type: none">● Student progress will be measured through formative and summative assignments● Documentation of student progress will be recorded in ProgressBook● In addition to all of the expectations outlined above in this document, exceptional and at-risk students will be contacted more frequently through multiple methods including home visits or in-person tutoring as necessary● Assignment modifications and/or accommodations will be utilized as needed or required	

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	http://reframingeducation.org/technology-needs/ http://reframingeducation.org/data-use-gathering-stakeholder-input/
Equitable Access	How will your school district progress monitor student progress with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">● Developed a Plan to monitor student progress with remote learning
Address Equitable Access to Quality Instruction Here: <ul style="list-style-type: none">● Family surveys have been reviewed and utilized in the creation of this plan● All students will have access to Chromebooks for completing assignments under the Remote Learning Plan● Students who are unable to access the internet (sometimes due to personal beliefs) will be provided with paper/pencil assignments● Delivery of assignments will be available for families who are not able to come to school to pick up materials● Each student (Grades 4-12) is provided Google and Schoology Accounts for accessing email and classroom materials	



Remote Learning Plan



SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
<p>Address Professional Learning/Development Here:</p> <ul style="list-style-type: none">• Professional Development Opportunities will be provided through the local Educational Service Center• Staff members will participate in in-service training during the work days at the beginning of the year, and as needed throughout the school year	